

PROGRAM FEES

Field Study to Museum

Cost: \$3.00/studentTour only
\$5.00/studentTour plus materials

One adult per 10 students free, extra adults \$3.00

Time: One hourTour only
Two hoursTour plus materials

Capacity: 50-75Tour only
60Tour plus materials

Outreach Programs to Schools

Cost: \$200.00Assembly
\$150.00Each additional assembly
\$120.00Classroom presentation
\$100.00Each additional classroom
\$ 75.00Classroom hands-on
\$ 60.00Each additional classroom

Time: 45-60 min. (depending on school schedule)

Capacity: 100-150Assembly
60Classroom presentation
30Classroom hands-on

DIRECTIONS

Coming from Williamsburg:
Take Interstate 64 east to exit 267. At bottom of ramp, bear right onto Settlers Landing Road. Follow Settlers Landing Road up over the bridge into Downtown. At the fourth stoplight, turn right on Old Hampton Lane. The Hampton History Museum will be on your right after you round the bend. Parking garage is on your left. Ask at Museum for bus parking directions.

Coming from Norfolk (Hampton Roads Bridge Tunnel):
Take Interstate 64 west to exit 267 (second exit after the bridge tunnel). At bottom of ramp, bear left onto Settlers Landing Road. Follow Settlers Landing Road up over the bridge into Downtown. At the fourth stoplight, turn right on Old Hampton Lane. The Hampton History Museum will be on your right after you round the bend. Parking garage is on your left. Ask at Museum for bus parking directions.

NOTE: For some visitors coming from the Southside (Norfolk, Portsmouth, Chesapeake, etc.), it may be more convenient to come to the Peninsula via the Monitor Merrimac Bridge Tunnel. If coming from that direction, take I-664 North to I-64 East and follow the directions for coming from Williamsburg.

Hampton History Museum
120 Old Hampton Lane
Hampton, Virginia 23669



TEACHER'S
PROGRAM GUIDE

FIELD STUDIES

Field Studies to the museum are designed to be grade specific, with each tour focusing on the Social Studies SOLs relevant to a particular grade or course. Along with the gallery tour, each study will also include one or more interactive sessions reviewing classroom concepts and tying them to the exhibits. Depending on the grade level and time of year, these may include **examination of artifacts, map studies, participation in historical games, walking tours of downtown Hampton**, or similar activities. Sessions that incorporate consumables have a small materials charge in addition to the tour fee. Options will be discussed with the teacher when the field study is scheduled.

Teachers who want to include time for the children to visit the Museum Gift Shop should include this request when reservations are made. Picnic accommodations are also available and can be arranged with prior notice.

Field studies are appropriate as introductions to topics, illustrations of ongoing lessons, or culminating activities. Museum staff will confirm the desired emphasis when teachers schedule.

KINDERGARTEN

The tour designed for kindergarteners focuses on the materials of daily life that the children are familiar with. In addition, the lives of important Hamptonians are described to emphasize important American virtues. Maps throughout the galleries are used to help the children relate their own experiences with local geography. Commentary is kept to a minimum and the students are encouraged to investigate the exhibits and ask questions.

SOL Correlations: K.1a, K.2, K.4, K.7

1ST GRADE

The first grade tour helps the students to visualize through artifacts, maps, and pictures the basic geography skills and



economic concepts that are introduced at this level. The tour focuses on the daily lives of typical people of the various time periods. Maps are used to point out basic map parts, and various Hampton industries help to illustrate economic terms and processes. As with the kindergarten tour, time is allowed for the children to observe the artifacts, make comments, and ask questions.

SOL Correlations: 1.1, 1.4, 1.6, 1.7, 1.8, 1.12

2ND GRADE

The second grade tour focuses on processes and changes through American history, along with an initial emphasis on Native Americans, attention to available maps, and illustrations of diversity. Types of resources and the use of barter and money, as well as the effects of scarcity are discussed. The program includes a walking tour along Queen's Way to compare photographs from the past with what exists today.

SOL Correlations: 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.11, 2.12



◀ Meet Miss Sallie on your visit!



THIRD GRADE

The third grade tour, drawing parallels to ancient trade concepts, includes a basic introduction to Hampton's economic importance with a focus on the Port of Hampton and the Late 19th Century galleries. In addition, the development of representative government in America and its links to ancient civilizations is stressed.

SOL Correlations: 3.1, 3.2, 3.3, 3.4c, 3.5d, 3.6, 3.7, 3.8, 3.9, 3.10b,c, 3.11a,b, 3.12

VIRGINIA STUDIES (1607-1800)

This tour covers Virginia and local history from the arrival of English colonists to the founding of the Republic, with a less detailed walk through the later galleries focusing more on geographic and economic ideas than events. Maps are used to demonstrate the connections between geography, economics, and history.

SOL Correlations: VS.1, VS.2c,e, VS.3, VS.4, VS.5

VIRGINIA STUDIES (1800 TO PRESENT)

Using the first several galleries to briefly review earlier American history, this tour begins its focus in the Antebellum Period in Hampton. Students also receive an in-depth look at the Civil War and its aftermath, along with the economic and social growth of the city in the 20th Century. (Can be combined with the 1607-1800 tour)

SOL Correlations: VS.6, VS.7, VS.8, VS.9, VS.10

UNITED STATES HISTORY TO 1877

The museum tour designed for this level broadens the historical view by connecting local events during these two and a half centuries to the larger national picture. Using the many styles of maps that are placed throughout the galleries, students are able to apply map skills that they have learned in the classroom.

SOL Correlations: USI.1, USI.3b, USI.4a,b, USI.5, USI.6, USI.8c,d, USI.9, USI.10

UNITED STATES HISTORY 1877 TO THE PRESENT

This tour puts less emphasis on the early parts of U.S. history, but serves as a refresher for the students as they pass through the first few galleries. The political and social challenges in the last 130 years faced by a diverse population are emphasized. Connections



between local and American political and economic trends are tied to global events.

SOL Correlations: USII.1, USII.2b, USII.3b,c,d, USII.5a, b, USII.6c, USII.7d, USII.8

CIVICS AND ECONOMICS

The tour through the museum illustrates civics concepts and the different laws and regulations of each time period, particularly in regard to their use to control minorities. Economic concepts are emphasized in the Ship's Hold Gallery and in the late 19th century and modern galleries.

SOL Correlations: CE.1a, CE.2b, CE.3e, CE.9a, CE.10d, CE.11c

WORLD HISTORY AND GEOGRAPHY (BOTH PARTS)

The connections between Hampton (and the United States) with the rest of the world are brought out in this tour. Ties are made between the social, political, and economic constructs of ancient civilizations and their evolution in America since 1600. The impact of world events on local history is emphasized throughout the galleries.

SOL Correlations: WHI.2, WHI.12, WHII.1, WHII.2, WHII.4, WHII.5, WHII.6, WHII.8, WHII.9

WORLD GEOGRAPHY

A tour through the museum's galleries provides an excellent illustration of how people in different regions respond to their environment and how the environment can work both for them and against them. Students are shown how this area went from tobacco production to seafood harvesting and aerospace research in part because of the elements of the geography of the region.

SOL Correlations: WG.1, WG.2, WG.3a,b, WG.5, WG.6, WG.7, WG.10, WG.11, WG.12

VIRGINIA AND UNITED STATES HISTORY

The tour through the museum galleries for this course provides an excellent review of the events, people, and concepts that shaped American history over the past four hundred years. By focusing on local developments, the story told in the galleries shows in microcosm what was happening at the national and even global level.

SOL Correlations: VUS.1a,d, g, VUS.2, VUS.3, VUS.4b,c, VUS.6c, VUS.7, VUS.8b,c, VUS.11b



VIRGINIA AND UNITED STATES GOVERNMENT

The museum tour for this course takes the students through local and national governmental history beginning with early colonial laws and tracing changes over the course of time.

Political trends that reflected social and economic conditions are emphasized. Prominent local players in the establishment of representative government are noted.

SOL Correlations: GOVT.1a,b, GOVT.2d, GOVT.3, GOVT.5, GOVT.11, GOVT.14, GOVT.15a



OUTREACH PROGRAMS

The Museum offers a number of SOL-correlated outreach programs that can be presented to individual classes or larger groups. Each program includes relevant artifacts, materials, and/or primary documents. The emphasis is on interactive, hands-on experiences. The museum staff is glad to work with teachers to design and deliver programming in addition to those listed here.

A DUTIFUL, LOVING WIFE

This first person living history narration has the fictional farm wife Miss Sallie reflecting back on the Civil War from the late 1860's. Attired in period garments, the character discusses the causes of the war, major events of the conflict, its impact on civilians, and the beginning of Reconstruction. Students have the opportunity to handle reproduction artifacts and dress in period clothing.

SOL Correlations: VS.7a,b; VS.8a; USI.8a,b,c,d; USI.9a,b,c,d,e,f

I BEG TO DIFFER

Children separate into small groups representing large landowners, women, farmers and artisans, indentured servants and slaves, and Native Americans in the spring of 1776. After briefly researching their population with materials provided, each group reports back to the class as a whole. The class will then be led through a dramatic demonstration of the meaning of the Declaration of Independence for each of the populations, followed by a discussion of the freedoms gained since that time.

SOL Correlations: USI.1d,e; USI.6b

WE EARNESTLY PETITION

Through an investigation of copies of primary documents dealing with the Civil Rights Act of 1875, students explore the arguments for and against integration of public facilities at the height of the Reconstruction Era. After a full class discussion of the materials, students work in small groups to write their own petitions to Congress either favoring or rejecting the provisions of the act.

SOL Correlations: USI.1a,d,e; USI.10a,b

UNTIL WE'RE SERVED LIKE OTHER PEOPLE

Using copies of actual newspaper articles from sit-ins that took place in Hampton in 1960, the students work in small groups to review these primary documents and report to the class on the events. They then each take themselves back to the time of these Civil Rights protests and write letters to the editor expressing their opinions on the activities. To conclude, students can volunteer to read their letters to their classmates.

SOL Correlations: USII.1a,d,e; USII.7d; USII.8a

ENDLESS MIRTH & AMUSEMENT

Students play a variety of games that were popular during the colonial period. In addition, they have the opportunity to construct one or more craft projects that would have been typical diversions for children of that time period. Instruction in the activities includes the background of the games and crafts and brief descriptions of children's roles at that time.

SOL Correlations: K.2; K.8; 1.3; 1.10a; 2.3

TO SCHEDULE A PROGRAM

- 1) SELECT the desired program title(s);
- 2) CHOOSE the best dates for you with possible back-up dates;
- 3) CALCULATE the approximate number of students and adult chaperones (1 adult per 10 children required);
- 4) CALL for reservations at (757) 727-6838 or (757) 727-1610 between 8:30-4:30, Monday-Friday.
- 5) A confirmation letter and Field Trip Guidelines will be mailed directly to you.

OPENS TO A POSTER!

Four Centuries of History!

